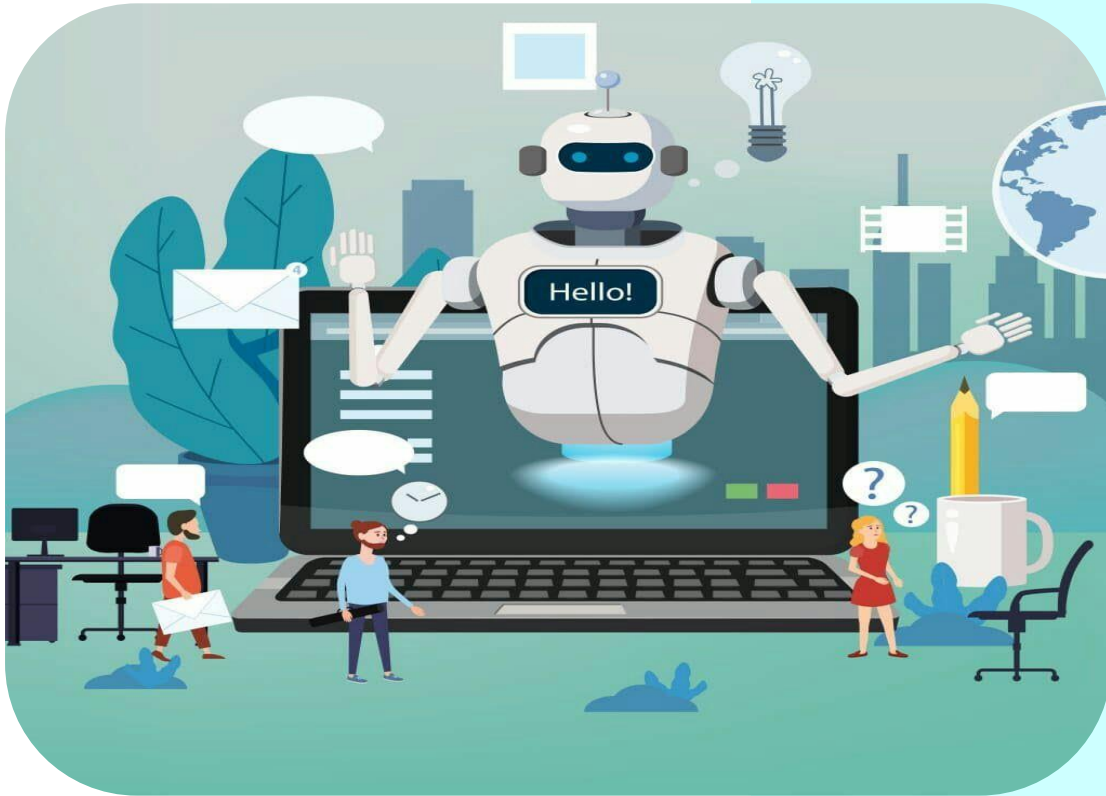




# Lesson Preparation book ICT

6<sup>th</sup>. Prim – First Term 2023 – 2024



Prepared and Designed by/ shymaa Elbawab – جروب فريق أصدقاء الكمبيوتر



## Teacher's Biography

Name: .....

School: .....

The educational administration: .....

Qualification: .....

Teaching Subject: .....

Comprehensive School: .....

The school to which he is delegated: .....

Date of appointment: .....

The job is on the staff: .....

Teacher Code: .....

Mobile Number: .....

**Teacher**

.....

**Supervisor**

.....

**School Principal**

.....



## Daily Class Schedule

Session: today	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth
Saturday									
Sunday									
Monday									
Tuesday									
Wednesday									
Thursday									

Session: today	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth
Saturday									
Sunday									
Monday									
Tuesday									
Wednesday									
Thursday									

**Teacher**

.....

**Supervisor**

.....

**School Principal**

.....



## The specific objectives of computer and information technology

- **Providing** students with the appropriate amount of scientific and basic knowledge and skills related to how to solve problems .
- **Develop** basic scientific thinking skills.
- **Gain** the ability to use technical means , multimedia, and networks and employ them as tools to serve and integrate with different fields of study
- **Training** students to work within a team by practicing computer techniques.
- **Creates** Websites and determines their characteristics.
- **Developing** students' awareness of the importance of technological awareness and cultural communication.
- **Acquire** concepts related to the principles of web page design .
- **appreciation** of the role played by science and scientists.
- **recognize** On the suite of Microsoft Office programs..
- **Raising** students' awareness of the concept of information ethics and the rules of safe use of the Internet.
- **Collects** data and presents it in an interesting way.
- **Specifies** how ICT tools can help make his school more inclusive
- **Discuss** different scenarios/contexts and choose the appropriate computer and network devices
- **Discusses** how future technology can improve the education sector and daily life
- **Discuss** Aspects of the experience of users of advanced technology and artificial intelligence.
- **Shares** his ideas for developing the latest assistive technology product .
- **Provides** suggestions on how mobile devices can support the learning process
- **Innovates** an idea to create a website that promotes An advanced product in its category Assistive technology

**Teacher**

.....

**Supervisor**

.....

**School Principal**

.....



## The specific objectives of computer and information technology

- **Identifies** how ICT tools can help make my school more inclusive.
- **Searches** for websites with static and dynamic designs.
- **Designs** a website
- **Realize** that a computer network is made up of a number of devices .
- **Describes** how common network devices in a computer network work.
- **Discuss** different scenarios/contexts and choose the appropriate computer and network devices
- **Explain** The following terms: virtual and augmented reality and artificial intelligence .
- **Give** Examples of virtual and augmented reality and artificial intelligence.
- **Discusses** how future technology can improve education and daily life
- **Discusses** aspects of the user experience of advanced technology .
- **He shares** his ideas for developing the latest assistive technology product .
- **Evaluate** the most advanced proposed technological product
- **Uses** keyboard shortcuts such as copy, cut, and paste to process text .
- **Differentiates** between database, library and online searches.
- **Determine** the most effective search tool for a specific goal
- **Describes** common features in mobile devices ..
- **Offers** suggestions on how mobile devices can support learning .
- **He specifies** How mobile devices can improve the lives of people of determination
- **Explain** what an operating system is.
- **Compare** the most common computer operating systems and mobile phone operating systems
- **Identify** my device operating systems and discuss the HTML programming language
- **Writes** Markup language code for basic parts of a web page .
- **Specifies** Some components of the markup language of a web page .
- **Innovates** an idea to create a website that promotes an advanced product in its category Assistive technology
- **Identify** ways in which remote sensing technology can help his governorate.
- **Looking for** different applications.
- **Compare** irresponsible and responsible behavior online
- **Explain** the negative impact of irresponsible online behavior
- **Identify** the different features that can be used to protect data
- **Discusses** his personal responsibilities for protecting his digital devices
- **Creates** an infographic to share information on how to protect devices from digital theft
- **Define** security measures on the Internet
- **Creates** a plan to deal with potential Internet security issues .
- **Discusses** the consequences of intellectual theft and electronic piracy
- **Compare** different browsers
- **Explains** how to use browsers to search across Internet
- **Evaluate** my colleague's source

**Teacher**

**Supervisor**

**School Principal**

.....

.....

.....





## Distribution of the content of computer, Information Technology and communication

For the 6<sup>TH</sup> primary grade – First term for year 2023–2024

### The first axis ( The role of information and communications technology in our lives)

First	First Lesson	Active Explorer Kartik Sawhney
	the second lesson	Computer networking devices
Second	the third lesson	Future technology
	Lesson Four	Future technology
Third	The fifth lesson	Digital research skills
	Lesson six	Mobile devices
Fourth	Lesson seven	Mobile phone operating systems
	Lesson eight	Designing internet sites
Fifth	General review on the first axis	

### The second axis: ( precautions for digital security and safety)

Sixths	Lesson one	Active Explorer " Didi " Al-Bayhaidi "
	Lesson two	Use of IT tools And communications responsibly
Seventh	Lesson three	Protect yourself from digital theft
	Lesson Four	Online safety – Problems and solutions
Eighth	Lesson five	Copyrights
	Lesson six	Use web browsers to search
Ninth	Lesson seven	Evaluation of sources
	Lesson eight	Share and evaluate information
Tenth	General review on the second axis	

**Teacher**

**Supervisor**

**School Principal**

.....

.....

.....

Date				
Session				
Class				

**First Axis: The role of information and communications technology in our lives**  
**Lesson 1: "Active Explorer" Kartik Sawhney**

Lesson objectives:-	Strategies :-
<b>By the end of the lesson the student should be able to:</b>	Flipped classroom – Dialogue and discussion – Cooperative learning
<ul style="list-style-type: none"> <li>Identify how ICT tools can help make my school more inclusive.</li> <li>Research websites with static and dynamic designs.</li> <li>Design a website.</li> </ul>	<b>Teaching aids:-</b> Electronic board – Student's book – video by Kartik Sawhney



**Introduction / Why is it important for everyone to use ICT tools?**



**Lesson presentation**



**Mr. Kartik Sawhney**

–Active National Geographic **Explorer A computer** expert who uses technology to empower people of determination

–He holds a bachelor's and master's degrees in computer science from Stanford University, California, in the United States.

–His studies focused on the interaction between **artificial intelligence** and the interaction between humans and computers.

**Sawhney's role in supporting and assisting people of determination**

–**Mr. Sawhney creates** applications that allow **blind and visually impaired people** to access visual content. His application converts **graphics into audio frequencies**. Allows the listener to hear the difference in information Graphically.

–worked on projects with more **than 20 universities and institutions** and impacted more **than 12,000** people of determination around the world

**As a result of his distinguished work, he won local and international awards, including:** – Queen's Award for Young Leaders United Nations Award for Young Leaders.

**Istemai .com listening application: Istemai.com** \_ It is a platform that offers a program that converts digital texts into a format that can be easily used by the blind and visually impaired.

**I-stem platform included** (Listening) also offers counseling and employment opportunities for people of determination, through:

.Work closely with governments, technological universities and institutions.

The platform is supported by UNICEF, Microsoft, and the National Geographic Community, as well as other partner organizations. People of determination can receive assistance from volunteer trainers in:

Career related questions



Preparing for job interviews



Writing a resume



**Egypt supports people of determination in many places as follows:** In order to help the visually impaired, the Taha Hussein Library in the Bibliotheca Alexandrina contains scanners that include special programs that convert text into sound.

**Ways to create a website:** – There are several ways to create a website, **including using:**

**Website creation platforms** **programming language**

Only a few options are available: **Design, color and content** **Used by expert programmers like Mr. Sawhney.**

They make your website look a certain way and help you do exactly what you want.

**HTML:** It is a programming language that allows web developers to organize the various parts of their website using lower blades.

**Advantages of the HTML language:** – Relatively easy to learn and works on all web browsers. The language is optimal for static web pages and does not need continuous updating.

**Dynamic web design languages:** Websites that display results according to each user's search history need to constantly change their web pages.

**Websites use these languages to design dynamic web pages such as: JavaScript – PHP – Python**

Dynamic programming languages allow websites to track customer orders and favorite products or update search results in a web browser.

Kartik Sawhney is programming language Python, but he also used language **C# and C++** for programming.

**Evaluation:** –

**Complete:** – Kartik Sawhney's study was in the field of .....

**Homework:** Solve The Book's Exercise P. 12-13

Date				
Session				
Class				

First Axis: **The role of information and communications technology in our lives**  
**Lesson 2: Computer networking devices**

Lesson objectives:-	Strategies:-
By the end of the lesson the student should be able to:	Brainstorming – dialogue and discussion – peer learning
<ul style="list-style-type: none"> <li>Recognize that a computer network is made up of a number of devices</li> <li>Describe how common network devices in a computer network work.</li> <li>Discuss and select computer and network devices for different scenarios/contexts.</li> </ul>	<b>Teaching aids:-</b> The electronic board – Student's book – a presentation – flashcards for the types of networks

**Introduction / Networks are groups of people or things linked together for common goals. What networks are you a part of? And what does it allow you to do?**



## Lesson presentation

**Networks:** It is a group of people or things linked together for common goals.

**Devices Computer:** It is an electronic device that creates, processes and stores information.

**Shapes of computers:**

**Computers** (desktop computers – laptops)

**Mobile devices** (smart phones – tablets – E.readers)

**Computer Network:** Connects computers together to share important information and data.

**Establishing a connection:** – There are two types of connection:

**Wired Networks Wires** and cables that are connected to holes in devices are used **called ports**.

**Wireless networks:** – Through which devices are connected without wires or cables using wireless **radio waves** or “Wi-Fi”.

**Port:** It is the place through which input and output devices are connected to the device via cables.

**Networking devices:** Computers need different devices to connect to the network, to transfer data.

**1- Servers:** Servers A computer that provides services to other computers, and contains large amounts of data stored either on devices or on the Internet.

**2- Modem:** A device that connects a local LAN to the Internet, converts the signal from the Internet

**Service Provider (ISP)** into a digital signal, devices can receive and recognize the signal, **used to connect users to the Internet**.

**3- Hubs:** Allows wired devices to connect network and transmit information to all devices existing on that network, this makes it very slow **Because there is a lot of information exchanged**.

**Note:** Hubs are not smart devices because they send data to all connected devices whether the device needs data or not.

**4- Switches:** It works in a similar way to a hub, but it can send data to a specific device over a network, which helps facilitate and speed up communication . It connects to a specific device within a single network.

**Note:** Switches are smart devices because they send data to only the specified device within the network.

**5 - Router:** The router acts as a gateway , as it connects the modem to various networks.

**AI artificial intelligence:** It is machine intelligence that can be used to solve problems.

**Examples of artificial intelligence on your devices:** Navigation – Virtual assistant – Voice recognition – Create holograms

**Holograms:** It is a 3D image that you can see without special glasses or equipment.

**Holograms are becoming increasingly popular as:**

– It is used by teachers who give virtual lessons and is commonly used in advanced gaming systems

**Evaluation:**

**Complete:** – Kartik Sawhney’s study was in the field of .....

**Homework:** Solve The book’s Exercise p. 16-17





Date				
Session				
Class				

## First Axis: The role of information and communications technology in our lives

### Lesson 3: FUTURISTIC Technology

Lesson objectives:-	Strategies:
<b>By the end of the lesson the student should be able to:</b>	Cooperative learning – dialogue and discussion
<ul style="list-style-type: none"> <li>▪ <b>Explain</b> The following terms: virtual and augmented reality and artificial intelligence.</li> <li>▪ <b>Give</b> Examples of virtual and augmented reality and artificial intelligence.</li> <li>▪ <b>Discusses</b> how future technology can improve the education sector and daily life ..</li> </ul>	<b>Teaching aids:</b> Electronic board – Student's book – presentation – cards for robots and electronic devices

### Introduction / What technological innovations do you think will be created in the next twenty years?



### Lesson presentation

It is possible for us that each of " **virtual reality, augmented reality, and artificial intelligence** " are future and emerging types of Technology, but it is currently used in the education sector and daily life.

#### Augmented Reality ( AR ) :

- Combines the real world with virtual reality by adding computer-generated imagery.
- Displays a form 3D to what the real world looks like
- Augmentation can be used by: Smartphone or tablet camera.



#### Virtual Reality ( VR ) :

- A virtual 3D environment that allows users to explore and interact with their surroundings as if they were real.
- mostly what He wears He wears headphones head" especially Made of cardboard to indulge in Virtual reality experience block about them life realism And availability for them Vision 360 degree for a scientist last Where insects or atoms are larger than you, you can also visit a museum thousands of miles away from you or move To an ancient archaeological site by going back thousands of years through history .

#### AI artificial intelligence:

- It is the ability of a machine like a computer to think and learn .
- The computer can learn by analyzing the provided examples, for example:
- " maybe A smartphone or email program can predict the next word you type of the words you wrote earlier. "



#### Uses of artificial intelligence :

- Unlocking phones using the facial recognition system.
- Customizing social media content and research results.
- Accomplishing some tasks and tasks while working in the background of the programs, such as: "filtering annoying e-mails " .



#### The ability of future technology to improve the education sector and daily life :

- The visually impaired person can To use augmented reality to see his family members up close .
- People of determination can use the AI-enabled virtual personal assistant to accomplish daily tasks, such as: **Telephony – the use of computers using their voice or sign language .**

Reality can default Also, to immerse the "healthy" people of sound structure in experiments that show them the obstacles that people of determination face on a daily basis.

#### Evaluation: -

**Put ( ✓ ) or ( × ):-**

Augmented reality helps students become active participants in the learning process. (      )

#### Homework: -

Solve The book's Exercise, p. **20-21**



Date				
Session				
Class				

First Axis: The role of information and communications technology in our lives

Lesson 4: Evaluation Cutting-Edge technology

<b>Lesson objectives:-</b>	<b>Strategies :</b>
<b>By the end of the lesson the student should be able to:</b>	<b>Critical thinking – direct dialogue</b>
<ul style="list-style-type: none"> <li>Discusses aspects of the user experience of advanced technology.</li> <li>Share and discuss ideas to develop a cutting edge assistive technological product.</li> <li>Evaluate the most advanced proposed technological product..</li> </ul>	<b>Teaching aids:</b>
	Electronic whiteboard – Student's book – presentation



## Introduction / Which applications and games do you enjoy using the most?



### Lesson presentation

- Advanced Technology:** The latest and most advanced version of a service or product.
- assistive technology:** It helps people of determination to perform tasks that they find difficult, such as:

convert speech to text and Programs to text to audio

Hearing aids

software screen enlargement

-Advanced technology such as (artificial intelligence, augmented reality, and virtual reality) has made changes in life.

-These changes are emerging in exciting new ways to help: education, improve lives and integrate into society

**smart gloves:** In the category of assistive technology, it enables deaf people to translate their signals instantly into textual or spoken output.

### The importance of evaluating advanced technology

- It is important that we evaluate these new technologies objectively and rationally, as they are constantly expanding the horizons of knowledge.
- Through evaluation, society as a whole is better informed to make decisions about the use and development of these technologies.



### Advanced technology assessment tools

#### 1 – User experience

User experience describes how people use and interact with a product, and how they evaluate their experiences.

-User experience is often divided into different areas, and can be positive or negative.

**To evaluate the experience of a product, you must first answer a set of questions:**

Valuable	Does this technology improve my life and help me learn?
Accessible	Is this technology available for people of determination?
useful	Is this technology practical?
Usable	Is it easy to use?
Credible	Are the company and its products trustworthy?
Findable	If there is a problem with the project or service, can I find a solution?
Desirable	Is looking at this technology fun?

#### 2 – Meeting the needs

User experience is related to the development of products and services.



**To determine the most beneficial assistive technology products, multiple steps and considerations must be taken, including the following:**

- Awareness of the person's abilities and challenges.
- Identify and define a specific need.
- Brainstorm possible cutting-edge assistive technology products.
- Design and testing.
- Reviewing what works well, what doesn't work as well, and adapting

### Evaluation: –

**Complete:** – It helps people of determination to perform tasks that they find difficult.....

**Homework:** – Solve The Book's Exercise, p. 24–25



Date				
Session				
Class				

## First Axis: The role of information and communications technology in our lives

### Lesson 5 : Digital research skills

Lesson objectives:-	Strategies:
<b>By the end of the lesson the student should be able to:</b>	Dialogue and discussion – cooperative learning – practical training
<ul style="list-style-type: none"> <li>▪ <b>Uses</b> keyboard shortcuts such as copy, cut, and paste in word processing.</li> <li>▪ <b>Differentiate</b> between database, library and online searches.</li> <li>▪ <b>Identifies</b> the most effective research tool for a particular goal</li> </ul>	<b>Teaching aids:</b>
	Electronic whiteboard – Student's book – presentation

**Introduction:** When was the last time you searched the Internet for something?



### Lesson presentation

#### Useful digital research tools "Search online": -



from more orders to treat the words **Common:** Copy and pasting And cutting, which is very useful when copying, pasting, or cutting text or text Information about citing sources or images in a word processing file.

#### Digital research tools

- **Digital research tools such as:** specialized search engines, and reliable electronic libraries available on the Internet help in searching for the required information, but the results issued by each of them are different.

- So knowing the results you need helps determine which search tools you can use.

There are many digital research tools, including

**Search Engines – Databases – Specialized Database – Database Search**

#### 1 – Search engines :

- Search engines help people search websites based on key words and phrases.

- It is characterized by being: easy to use and very fast, and often shows many results.

**to remember:** You should use your evaluation skills to ensure that the content you choose is reliable, accurate, and unbiased.

#### 2 – Databases

- phrase on groups from Information is stored usually in System my computer and can be accessed free of charge from during school or library .

- Prepare rules Data from good places Search on the information through : Magazines Newspapers and books Bookmark.

**General databases:** They address many topics , examples of which are: Egyptian Knowledge Bank EKB.

**subject database:** having food topic one Just an **example:** leading businesses

#### 3 – Libraries catalogs :

- index the library he a base data , include all Sources and items that contain it Library .

- may be It includes search in index the library books published newly, With what in that books e that contains latest Researches in specific topic .

#### 4 – Conducting Search the database

**When searching in any database, you should consider the following:**

- Use keyword search

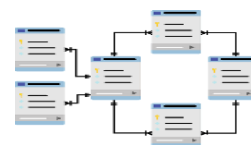
- You can use other fields available in the database to narrow your search, such as: author name or journal title

- Limiting your search to the last few years will help you find the latest research.

#### Evaluation :

**Complete:** - It is preferable when searching in any database, use the search with .....

**Homework:** Solve The Book's Exercise, p . 28-29





Date				
Session				
Class				

First Axis: The role of information and communications technology in our lives  
Lesson 6 : Mobile Devices

Lesson objectives:-:	:Strategies
<b>By the end of the lesson the student should be able to:</b>	Dialogue and discussion – cooperative learning – mind maps
<ul style="list-style-type: none"> <li>- <b>Describes</b> common features in mobile devices. .</li> <li>- <b>Offers suggestions</b> on how mobile devices can support learning.</li> <li>- <b>He specifies</b> How mobile devices can improve the lives of people of determination.</li> </ul>	Teaching aids:
	Electronic whiteboard – Student's book – presentation – boards and pens

introduction / Why is it important to be able to find information easily?



Lesson presentation

□ Mobile devices include:

→ **Smart phones and tablets:** – Similar to personal computers in that they **are used for**: browsing The Internet, email checking, **and contains**: cameras, speakers, and high-quality screen resolution

→ **E-readers:** They look like tablets and are used to read books



→ **Mobile devices are characterized by:**

- portability.
- Possibility to connect to the Internet.
- Connect to other devices.
- Can be carried in a horizontal or vertical position or laid flat.
- Many of them work with "touch" technology.

□ Mobile Devices and Learning: Extend learning beyond the classroom school, for example:

- 1- Create clips video short or capture photo for projects.
- 2- scan symbols response quick **QR codes** to access to the video And clips Acoustic And texts related to By content, Which Create it the teacher And the students themselves.
- 3- Availability More from opportunities To cooperate from during Use walls to publish Comments via Internet or chapter forums Shared or Chats Collective.
- 4- Listening to Blogs Audio **podcast** and get on Ratings Special With video games and access to Apps Learning.

□ Disadvantages of using mobile devices

- be seen some that ease Access to Information may reduce from skills thinking and interaction social and who over a period concentration the people.
- Exposure To tempt Use the device Mobile For reasons social or Entertainment Prepare Another problem Possible.
- maybe for screens small that Make reading Texts and watch graphics graphic complex order hard.
- Providing solutions using advanced assistive technology
- People of determination may face challenges in accessing education, health care and employment without advanced assistive technology products and applications for tablets and smartphones.
- Advanced assistive technology installed on mobile devices provides new solutions. **For example:**

- 1- **Cutting-edge assistive technology:** – Helping students with non-verbal learning disorder to participate in the classroom.
- 2- **Assistive software:** – installed on tablets and smartphones helps people of determination manage time and tasks in their workplace.
- Essential future skills can be developed so that all citizens can use their mobile devices to learn.

Evaluation:

**Complete:** – It includes ..... smart phones, tablets, and e-readers.

**Homework:** Solve The Book's Exercise, p. 32–33





Date				
Session				
Class				

**First Axis: The role of information and communications technology in our lives**  
**Lesson 7: Mobile operating systems**

Lesson objectives:-	Strategies :
<b>By the end of the lesson the student should be able to:</b>	Dialogue and discussion – brainstorming – question board
<ul style="list-style-type: none"> <li>▪ <b>Explain</b> what an operating system is.</li> <li>▪ <b>compare</b> the most common computer and mobile operating systems</li> <li>▪ <b>Identify</b> my devices' operating systems and discuss the programming language HTML language</li> </ul>	<b>Teaching aids:</b> The electronic board – Student's book – a presentation – educational cards with the content of the lesson



**Introduction / What do you notice when moving from one smartphone to another?**



**Lesson presentation**

**Operating systems:** It is the program that controls computer functions like **memory** And engines **Discs drivers** and printers \_\_ and other devices. ...

→ Operating systems include ancillary devices **such as** screen readers and magnifiers.

→ Operating systems manage **computer hardware and software**.

→ Operating systems act **as a translator** enabling the user to Communicate with the computer without having to know its languages

☐ **Operating systems:** Most computers are pre-loaded with operating systems. It varies as follows:

1 – **Microsoft Windows:** It is used in 75 % of computers globally, "the most common".

2 – **MacOS operating system:** – It works on "Apple" devices, and is used in 15% of the world market.

3 – **Linux operating system and Chrome OS** It is used by about 2–3% of computers



b) **Mobile operating systems:**

1– **Android system** \_\_ The most popular mobile operating system, accounting **for 72 % of the world market**, is open source

2– **Apple iOS** \_\_ It is used on **iPhone devices**, representing **27% of the world market**. It is a closed source system



☐ **Open source and closed source operating systems:**

**Open source system:** Anyone can read or change the programming code, **such as** the Android operating system

**Closed source system:** – The general public cannot see its programming code to change it, **such as:** the Apple OS operating system

☐ **Mobile operating system functions:**

– Sending messages to                      – Connecting to the Internet                      – Video chat                      – Touch work.



c) **Advanced operating systems:**

**A – Robot Operating System (ROS) :** It is an open source program for building applications Robotic .

**B – Self-driving car operating systems:** developed by many companies, including: Apple, Microsoft, and Google , as well as private car companies.

☐ **programming languages:**

Programming languages give commands to a computer in the form of **code**.

– Programming languages have evolved over time from simple machine language ( binary system) **to high-level languages**.

– Programming languages are usually open source . Where anyone can see, modify or distribute the code.

**Hypertext Markup Language HTML:** Programmers use it to create web pages. It is the most popular language due to its ease of learning and use.

**Note:** Most computers and applications work fine; Regardless of the operating system and programming language used .

**Evaluation:**

**Put (✓) or (×) :** – Programmers usually choose open source programming languages. (   )

**Homework:** Solve The Book's Exercise, p. 36–37

Prepared and Designed by/ shymaa Elbawab **جروب فريق اصدقاء الكمبيوتر المتخصص**



Date				
Session				
Class				

## First Axis: The role of information and communications technology in our lives

### Lesson 8 : Website Designing

Lesson objectives:-:	Strategies:
<b>By the end of the lesson the student should be able to:</b>	Dialogue and discussion – brainstorming – practical training
<ul style="list-style-type: none"> <li>Write HTML code for basics parts of a web page .</li> <li>Identify some HTML components of web pages</li> <li>Create the concept and plan a website that promotes a cutting-edge assistive technology product.</li> </ul>	Teaching aids:
	Electronic whiteboard – Student's book – presentation



### Introduction / What are your three favorite websites? What do you like about them?



### Lesson presentation

❑ **HTML markup language:** It is the standard programming language used to create static web pages

❑ **HTML tags:** –

Describes the appearance of a web page, and it consists of a series of basic elements to create it, such as: – (headings, paragraphs, links, and images)

– Web browsers read documents written in Hypertext Markup Language

– Browsers display content according to the HTML tag

❑ **Hypertext Markup Language tags consist of three main parts:** –

\* Opening tag

\* Content

\* Closing tag



❑ **HTML tags--:**

HTML Tag	Element	HTML Tag	Element
<h1> is the largest title </h1>	The largest address	<h> </h>	Titles
<p> We put paragraphs and sentences here </p>	text or paragraphs	<h2> Subtitle </h2>	Subtitle
<font size="1 to a"></font>	Size and font size	<h6> is the smallest heading </h6>	Smallest address
<img src="" alt="">	To add an image	<font color="red"> </font>	font color
We write the property Src	For the name of the image	<i> Text </i>	bold writing (italics)
alt property	To describe the image	<strong> text </strong>	Bold writing
<a> </a>	Add a hyperlink		

❑ **Features of Hypertext Markup Language:**

– Dividing the elements of web pages in order to facilitate closer consideration, reading, and browsing .

– Helping visually impaired people distinguish between parts of a web page. Without Hypertext Markup Language tags, a screen reader reads everything displayed on the page without stopping. Using HTML tags, the screen reader pauses after each element.

– **Image tagging:** The hypertext markup language code will not be able to describe an image unless the alt text code is included, so it requires an image tag and an alt text tag .

❑ **To see alternative text for a web page:**

Right-click on one of the images, then choose Inspect. Search for the alt hypertext markup language tag .

❑ **Things to consider when designing a website:**

**headline:** You should put the largest title on the page at the top to get attention.

**Sub-headings:** It facilitates careful examination of the text so that the reader can find the information he wants.

**Pictures:** attention and can trigger different emotions.

**Text:** The text divided into paragraphs makes it easier for the reader to search for the information he wants.

**Evaluation:**

**Complete:** Adding ..... attention and can trigger different emotions

**Homework:** Solve The Book's Exercise, p. 40–41

Prepared and Designed by/ shymaa Elbawab جروب فريق أصدقاء الكمبيوتر المتخصص



Date				
Session				
Class				

## Axis One: The role of information and communications technology in our lives

### General review

Lesson objectives:-	Strategies:
<b>By the end of the lesson the student should be able to:</b>	Dialogue and discussion – brainstorming – practical training
– <b>Knows</b> some important terminology of the hub – <b>He specifies</b> Some component of a web page's markup language – <b>invent An idea</b> to create a website that promotes For an advanced product in its category Assistive technology	<b>Teaching aids:</b> Electronic whiteboard – Student's book – presentation

**Introduction / How can we use tools Information and communication technology to assist with the latest developments technological ?**



### Lesson presentation

### Write and compare :

Write a sentence for each of the following pairs of phrases to explain the connection between them, then compare your sentences with the sentences of a colleague

a) Hub and Switches .

b) Augmented reality and artificial intelligence .

C) General databases and subject databases.

### Read and answer :

1. How does the modem work? Why is it necessary to connect to the Internet ?
2. What categories are used to rate user experience with assistive technology ?
3. What is virtual reality ?
4. When is searching in a database the appropriate option for research ?
5. What are some common features of mobile devices ?
6. What is the programming language? Why do programmers choose a specific programming language ?
7. What is open source software ?
8. What are some of the HTTP Markup Language elements of websites ?

### Evaluation:

### Evaluate students' answers

### Homework :

Solve the textbook questions, p. 42





**second axis**

**Digital security  
and safety  
precautions**



Date:				
Session:				
Class:				

## Second Axis: Digital security and safety precautions

### Lesson 1: Active Explorer " Didi AI – Bayhaidi

Lesson objectives:-	Strategies:
<b>By the end of the lesson the student should be able to:</b>	Dialogue and discussion – brainstorming – flipped class
<ul style="list-style-type: none"> <li>Identify ways Remote Sensing would be useful for my governorate</li> <li>Research different applications.</li> <li>Design an application.</li> </ul>	<b>Teaching aids:</b>
	The electronic board – Student's book – a video by Didi AI – Behaedi

**Introduction / Do you, your parents or family members use an application to find your way? How useful is this app ?**



## Lesson presentation

### Bayhaidi – Miss Didi AI

- at the University of Chicago, USA **Archeology** She completed her PhD in Egyptian **Explorer** phicNational Geogra
- She obtained herfrom Stanford University, California, in the United **computer science** bachelor's and master's degrees in States
- She works **as an expert \_tlyConsultan** in area Research sensor on after in NASA agency .Satellite
- in its work, such as Geographic Information System **geospatial technologies** It uses( **GIS** ) and technology , .remote sensing( **RS** ) and global positioning system ( **GPS** ).

← that help in drawing geographical maps of the Earth and human societies Technologies :**quesgeospatial techni**

**Global Positioning** – technology **Remote sensing Geographic Information System** : including .sis and analy System

### The most important works of Miss / Didi AI Bihaidi :

- in the city of Memphis , Egypt **the Honorary Kom Project** director of –She is also the co .Excavations in many archaeological sites
- in Fayoum Governorate, Egypt. In order to know how the ancient Egyptians ( **Lake Morris** ) I worked in the Birkat Qarun area alt with the decrease in water levels in the lake, in order to know how we are likely to face water issues in the future de

### devices and techniques, such as some During its work, it always uses :

←ity of the Earth's surface, for exampleClar superior images are devices that provide **Remote sensors**

**Airplanes that collect electromagnetic radiation reflected from the Earth's – Drones – Special cameras placed on satellites surface**

. **istoryMaps and h and chart ancient lake shores to identify Sensor images Bayhaidi uses –AI**

- to locate unknown archaeological sites, where " **machine learning** " uses Baihaidi –AI
  - Computers are used that analyze data and predict where you might find unknown archaeological sites
  - then program the computer to search for similar sites and , Then you enter the data of the known archaeological sites

□ If you've ever used YouTube ...Example **artificial intelligence** It is one of the branches of :**Machine learning** and received suggestions for other videos

arch data based on other viewersyou might like, these videos appear through se

- published miss Bayhaidi –AI many from reports on her discoveries. Which You write .texts And adjust Images using **device Computer Mobile and device \_iPad\_** then publish Her works in Magazines Scientific . Documented

### □ Buhaydi protects her information by –AI .Ms

sure to back up their data regularly Make passwords on their devices Strong Use antivirus software

### □ Characteristics of the distinguished researcher

- correct the information** sure to read **Be** .Learning from other researchers
- Bayhaidi does in her reports –when referring to the work of other researchers in your reports, as Ms. AI " **documentation** " Use
- to ask for permission** t contact themWhen using images or graphics of a person or organization, you mus gained through her previous excavations to help preserve **the knowledge and experience** AI Behaedy intends to use Egypt's cultural heritage

### □ " – : Using programming languages to create an application JavaScript " ng languageprogrammi

- works on all personal computers and mobile phones It Bayhaidi –Didi AI It is preferred by many innovators like Miss
- It can be used with other programming languages such as **HTML** .
- Dynamic content – :by adding **more interactive** Make web pages – animations –Popup menu –Clickable buttons
- used language programming javascript**JavaScript**website :**such as** To create many websites **YouTube – Facebook – Amazon**
- . **Google Earth** al application onBehaedi and her team needed to code in JavaScript to design a geospati –Ms. AI**Google Earth Engine** noitacilppa "msirP" the to design is a free cloud computing platform. The team was also able**PRISM** is a great geospatial " application

### Evaluation: –

**Complete:** The ..... system is an example of geospatial techniques

**Homework:** Solve The Book's Exercise, p. 48–49

Prepared and Designed by/ shymaa Elbawabصديقه الكمبيوتر المتخصص – جروب فريق أصدقاء الكمبيوتر



Date:				
Session:				
Class:				

## Second Axis: Digital security and safety precautions

### Lesson 2: USING ICT TOOLS RESPONSIBLY

Lesson objectives:-	Strategies:
By the end of the lesson the student should be able to:	Dialogue and discussion – brainstorming – cooperative learning
<ul style="list-style-type: none"> <li>Compare irresponsible and responsible behavior online</li> <li>Explain the negative impact of irresponsible online behavior</li> <li>Discuss alternatives to irresponsible online behavior.</li> </ul>	Teaching aids:
	Electronic whiteboard – Student's book – presentation

**Introduction / In your opinion, how does responsibility differ in the world? The realist about digital?**



### Lesson presentation

#### □ social responsibility with technology tools information

##### ▪ Sharing personal information can lead to:

- bullying – Harassment – Hacking online or without the Internet

▪ Hurting :ing people's privacy, bullying or not taking into account the tone of your speech can lead to Neglect taking legal action – people's feelings

#### □ Think Use IT tools responsibly

- It is immoral to spread other people's ideas as your own

- bility of your sources can lead to the spread of misinformation Not verifying the credi

▪ take legal action – Discredit you :This type of intellectual misconduct can lead to

#### □ Ideological Use IT tools responsibly:

- ou harass others, are pushy, rude, or unsure about It's great to be passionate about a social cause or goal. But if y the information you share, you are ideologically irresponsible.

##### ▪ This type of behavior can lead to:

- People lose – Make others lose confidence in the information you provide now and in the future interest in the issue.

#### □ Things to consider when you are connected to the Internet:

- If you are feeling upset about something, think about your online behavior, and the behavior of those with whom you communicate.

- e behavior online or offline is harmful and can cause feelings of sadness, guilt, anxiety, and even fear Irresponsibl

- (an adult your father, teacher If you feel bad or need help, tell)

- to sign out of your devices **Don't forget**

- o faceface t You have to communicate your ideas

- It is irresponsible to prioritize online . the balance between your time online and your time off it You must consider activities over your own relationships and mental health

□ining. But he might get pregnant Online games shared with friends can be very enterta : Play responsibly These are " **Malware – Hidden Costs – Hacking – Online bullying** " :problems to be aware of, such as

#### □ avoid falling into these problems, you must follow the following behaviors To

- Online Do not publish your personal information – . rust Play and chat only with people you know and t

- Be responsible for managing your time – . Don't use your webcam unless your settings are private

- downloading or clicking on the content of any product links, as Remember to ask for an adult's permission before they may contain malware

#### □ Remember

- Updating your settings on social networking sites maintains the confidentiality of your accounts

- Be respectful when – . photos of them on the Internet You should ask your friends for permission before posting dealing with others online. It is irresponsible to download songs and movies illegally without purchasing them

#### Evaluation:

**Complete:** – To publish Taking pictures of my friends on the Internet without their permission is.....

**Homework:** Solve The Book's Exercise, p. 52–53



Date:				
Session:				
Class:				

## Second Axis: Digital security and safety precautions

### Lesson 3: Protect yourself from digital theft

Lesson objectives:-:	:Strategies
<b>By the end of the lesson the student should be able to:</b>	Dialogue and discussion – critical thinking – mind maps
<ul style="list-style-type: none"> <li>- <b>Identify</b> the different features that can be used to protect data</li> <li>- <b>Discuss</b> his personal responsibilities for protecting his digital devices</li> <li>- <b>Creates</b> an infographic to share information on how to protect devices from digital theft.</li> </ul>	Teaching aids:
	Electronic board – Student's book – presentation – boards and pens



#### Introduction / How do you keep your digital data safe in these places?



#### Lesson presentation

It is irresponsible to leave your private devices at risk without taking appropriate security measures.

☐ You can effectively protect your devices from digital theft through many methods such as:

→ **Passwords:**

most secure password should consist of **8 random letters, numbers and symbols**



→ **MFA multi-factor authentication:**

usually through **at least two ways to identify you** factor authentication requires- Multi

- PINs, security codes, or personal questions .Passwords

→ **Fingerprint authentication**

You usually scan your thumb, as a way to confirm your identity



→ **Face recognition**

The facial recognition software will scan your face using your camera, allowing only your face to open your device or the apps on it



→ **Full disk encryption**

Encryption scrambles your information so that only you can access it on your device, provided you set your password

→ **Activate the lock when lost**

lock it if you misplace it, usually by logging into your Enabling your device to lock mode will allow you to Google or iOS account. your device's cloud.

☐ **The role of companies and individuals in maintaining the security of digital data:**

→ **Companies**



- customer information Companies especially need to protect their websites and
- Egypt established a personal data protection law In 2020 to protect its citizens, it is a law that requires companies to use strict security principles and standards to protect their data
- they must report it immediately and notify their customers .If a company becomes a victim of data theft directly as well



→ **Individuals**

- You must report if you experience data theft.
- If you suspect that your data is at risk, be sure to tell
  - onsible authorities One of your parents or a trusted adult who can inform the resp
 Your family and friends that you communicate with online and in this way, they will not open any attachments or click on any links sent from Your personal accounts



**Evaluation :-**

**Put (✓) or (x): -**

Methods for protecting your devices from theft are limited to multi-factor authentication only ( )

**Homework: -** Solve The Book's Exercise, p. 56-57



Date:				
Session:				
Class:				

## Second Axis: Digital security and safety precautions

### Lesson 4: Internet Safety – Problems and solutions

Lesson objectives:-:	Strategies:
<b>By the end of the lesson the student should be able to:</b>	Practical training – dialogue and discussion – critical thinking
<ul style="list-style-type: none"> <li>Define online safety measures</li> <li>Create a plan to deal with potential problems related to online security.</li> <li>Discuss how to use the Internet safely</li> </ul>	Teaching aids:
	Electronic whiteboard – Student's book – presentation



### Introduction / What safety precautions do you take in real life?



### Lesson presentation



#### Among the online safety decisions and strategies are::

- Use secure internet browsers like Google , and antivirus software on your devices.
- Allow only your friends and family to see your social networking pages, keep your pages private.
- Do not communicate with people you do not know or who make you feel uncomfortable.
- Do not share your personal information online . – Use strong passwords and change them every three months.
- Make sure that the sites you frequent are “genuine, safe, and appropriate for your age.” – Check the information you find to make sure it is accurate.

#### Examples of some common digital security problems and how to solve them

##### 1. you may encounter some problems such as:

"Hacking": It occurs when vulnerabilities in a computer system or network are discovered and exploited to gain unauthorized access to the information of a person or organization

- You can avoid being hacked by: –
- Use an anti-virus program. – Ensure that your security settings are up to date – Change your passwords
- Remember: you should change your passwords, even if you think only one of your accounts has been hacked

##### If you are exposed to hacking

- Inform a trusted adult, and they can decide if additional action is necessary, such as reporting it to an ISP, or if the authorities need to intervene.
- Tell your contacts to avoid logging into anything suspicious

##### 2. "Cyberbullying": Bullying, intimidation, and any kind of harassment is totally unacceptable. If you are exposed to cyberbullying

- Talk to a trusted adult
- Do not respond to bullies, but ignore them completely. And remove them and ban them from your account
- Gather evidence of what was happening, bring it up to a trusted adult.

##### 3. "Misleading Information"

- If you receive false information, tell them that they may not know what they are doing, and if someone you know is spreading false information, tell a trusted adult
- If you discover that information you shared with others is incorrect, whether it is for a school research paper or even to share information with friends, tell them. This way you can stop the spread of misinformation
- Be careful what you share in the future.

#### Internet of Things (IoT):

Describes the Internet of Things Tangible objects that have software that can communicate with other devices or systems. Ex: Bluetooth speakers

- Many of these items are now made using environmentally friendly technology that helps us reduce our carbon footprint
- Hackers exploit these smart objects, so it is important to protect all household items that are part of the Internet of Things, just as any computer is protected by: using a virtual private network VPN's for more security.

#### VPN's:- A virtual network protects devices by encrypting your internet browsing and keeping addresses secret

#### Evaluation:-

Put (✓) or (×): Bullying, intimidation, and any kind of harassment is considered cyberbullying ( )

Homework:- Solve The book's Exercise on p. 60-61





Date:				
Session:				
Class:				

## Second Axis: Digital security and safety precautions

### Lesson 5: Copyrights

Lesson objectives:-	Strategies:
<b>By the end of the lesson the student should be able to:</b>	Dialogue and discussion – brainstorming – question board
<ul style="list-style-type: none"> <li>Explains what copyright is and why it is important.</li> <li>Discusses the consequences of intellectual theft and electronic piracy</li> <li>Writes citations</li> </ul>	<b>Teaching aids:</b>
	Electronic board – Student's book – presentation – boards and pens



## Introduction / How does the Internet facilitate the theft of others' ideas and creations?



### Lesson presentation



#### Copyright includes:

- Written, visual and audio materials, video clips and materials from the Internet.
- Creative Commons** refers to works whose creator has given permission to share them.
- Works that have already been approved for use, such as: works in data libraries, such as **the Egyptian Knowledge Bank**.
- Egypt considers works to be public property if the author has been dead for at least 50 years.
- These works do not require permission from the author.
- Didi Al-Bayhaidi Document sources of information and ask for permission before using images and illustrations.
- Even if a work is published with permission to use it, sources must be documented.

**Public knowledge:** It is the facts that can be proven by many sources or that people know in general and are not subject to copyright

**Opinions:** What someone expresses through creative works are subject to copyright even if they are based on public facts.

#### For example:

What Miss Al-Bayhaidi discovers not subject to copyright, However, her thoughts and opinions on that discovery are subject to copyright

#### Intellectual theft

It is taking someone's work and claiming it as your own.

#### Example:

When someone writes a report using someone else's information, they can't copy and paste the material they find without properly documenting the sources, otherwise the primary source will be plagiarized

#### Electronic piracy

- The distribution or sharing of copyright-protected material via devices and networks without permission.
- Egypt has enacted a law to protect content creators from electronic piracy.
- Breaking the law in the most serious cases of electronic piracy can lead to fines and penalties up to imprisonment
- Copyright protects creators and gives them ownership rights to their work
- Intellectual theft and electronic piracy affect:**

#### Innovators

It prevents innovators from receiving the recognition they deserve for their work.

Innovators can be subjected to material harm.

#### Thieves and pirates

Hurt the offender and may damage his reputation

It could result in fines or a prison sentence

#### Evaluation:-

**Complete:-** Protect both printed and digital content.

#### eworkHom:-

Solve The Book's Exercise, p. 64–65



Date:				
Session:				
Class:				

## Second Axis: Digital security and safety precautions

### Lesson 6: Use web browsers to search

Lesson objectives:-	Strategies:
<b>By the end of the lesson the student should be able to:</b>	Dialogue and discussion – brainstorming – question board
<ul style="list-style-type: none"> <li>Compare different browsers</li> <li>Explains how to use browsers to search across Internet</li> <li>Discusses a societal issue that is important to him.</li> </ul>	Teaching aids:
	Electronic board – Student's book – presentation – boards and pens

**Introduction / What societal issue means a lot to you? How will you use the Internet to search for it?**



### Lesson presentation

Microsoft Edge, Mozilla Firefox, and Google Chrome are popular web browsers that can be used to search for issues

#### First: Microsoft Edge

Some of the tools and features of the Microsoft browser Edge

- 1. Favorites bar:** It is used to save websites as favorites to provide quick access to them.
- 2. ActionsColl:** It saves what it finds, and contains the documentation feature. When you click on this feature, Microsoft Edge automatically creates a documentation for the source.
- 3. Tab groups:** Tabs are organized by topic or interest, and can be labeled or colored for easy reference.
- 4. Vertical Tabs:** It enables you to switch from horizontal to vertical tabs, so that you can view and control them as needed

**OneDrive.** Provides direct cloud storage :

#### Second: Mozilla Firefox

Some tools and features of Mozilla Firefox browser:

- 1- Bookmark abs tab:** Used to bookmark websites for quick access.
- 2- Notes from Firefox Notes:** It allows users to keep notes on any webpage they visit.
- 3- Pocket from Firefox Pocket:** The results (texts, audio clips, and video clips) are saved in it.
- 4- Document this!! Location:** Provides assistance in creating documentation for sources.
- 5- cloud storage Cloud storage:** Doesn't have one of its own, but allows access to Google Drive and OneDrive

#### Third: Google Chrome

Some tools and features of the Google Chrome browser

- 1-Bookmark tab:** Bookmark websites for quick access.
- 2- Search feature:** You can use this feature by typing keywords to search for specific information.
- 3- Google Authentication:** Allows advanced research using academic sources, helps you create automatic source documentation.
- 4- Google Drive:** It allows web content to be saved directly in it while browsing.
- 5- Google Keep:** With it you can save web addresses, images, articles, etc. It can take notes on the displayed .gs to your notescontent and add hashta

**All three web browsers include web accessibility features such as:**

- The ability to enlarge the text and read the text aloud
- Screen readers to annotate images
- Features converting voice to text to give spoken commands
- The three browsers contain many security features, such as**
  - Protection against threats with anti-phishing and malware software.
  - Pop-up blockers.
  - Privacy choices that help users avoid tracking from third parties

**Evaluation: -**

**Complete:**

He can take notes on the displayed content and add hashtags to your notes .....

**Homework :** Solve The Book's Exercise, p. 68-69



Date:				
Session:				
Class:				

## Second Axis: Digital security and safety precautions

### Lesson 7: Evaluating sources

<b>Lesson objectives:-</b>	<b>Strategies:</b>
<b>By the end of the lesson the student should be able to:</b>	Dialogue and discussion – brainstorming – question board
<ul style="list-style-type: none"> <li>- <b>Discuss</b> the characteristics of valuable or reliable sources</li> <li>- <b>Explain</b> the importance of evaluating sources</li> <li>- <b>Evaluate</b> the resources he finds on the Internet.</li> </ul>	<b>Teaching aids:</b>
	Electronic board – Student's book – presentation – boards and pens

### Introduction / Who do you trust as a reliable source of information? Why?



### Lesson presentation

#### Evaluating Sources:

<b>BIASED</b>	Is the author biased, or unfairly for or against an idea, when presenting information?
<b>UNBIASED</b>	Is the author unbiased, or objective, when presenting information?
<b>RELEVANCE</b>	How current and relevant is the information?
<b>FACTS AND EVIDENCE</b>	Does the source contain only opinions with little to no factual evidence?
<b>CREDIBILITY</b>	Does the author or organization have credibility based on their background and experience?
<b>OPINIONS</b>	Does the source contain only opinions with little to no factual evidence?

#### research tools, including There are many valuable:

- **Web browsers such as:** Microsoft Edge, Mozilla Firefox and Google Chrome.
- **Electronic libraries,** electronic maps, and electronic museums, as they contain specialized search engines and their own sources that you can view.
- **The Egyptian Knowledge Bank:** It is considered one of the most prestigious research sources, as it contains only reliable and accurate sources.



#### Documentation of sources: -

- Although many of the above sources contain material that you are allowed to use, you should still document your sources.
- When documenting your source, be sure to mention the name of the website and its link whenever possible.

#### Evaluation of sources:

- when Collecting information, It is important to evaluate its sources. The source will reveal to you the reliability of the information, and whether its credibility can be trusted or not.
- There are multiple ways to evaluate a source.

#### Use of sources: -

- When using a source to support an opinion, position, or argument you're making about something, it's important to assess how relevant it is to your discussion or general idea.

- The source can be reliable but not related to your message and therefore not a good choice.

**Remember: It's not just about finding information online, it's about understanding what information is and how you can use it.**



#### Evaluation

Put (✓) or (×):

There is a one way to evaluate sources ( )

#### Homework:

Solve The Book's Exercise, p. 72-73





Date:				
Session:				
Class:				

## Second Axis: Digital security and safety precautions

### Lesson 8: Share and evaluate information

Lesson objectives:-	Strategies:
By the end of the lesson the student should be able to:	Dialogue and discussion – brainstorming – question board
<ul style="list-style-type: none"> <li>▪ <b>Explain</b> how to use footnotes</li> <li>▪ <b>Discuss</b> the consequences of not properly evaluating online sources</li> <li>▪ <b>Evaluate</b> a peer's sources.</li> </ul>	Teaching aids:
	Electronic board – Student's book – presentation – boards and pens

### Introduction / How would you persuade someone to support a cause that is important to you?



### Lesson presentation

It's time for you to use your research to share your thoughts on your chosen community cause – and take care Support your opinions with facts from reliable sources. You want to succeed in convincing readers to see your point of view Conclusive, reliable information you have collected

#### Persuasive writing tips

##### 1- Be fair:

– Your opinion will be taken more seriously **if you do not show bias.**

Your opinion may not be taken seriously or trusted **if you share a viewpoint that shows an unfair bias**

– Be sure to share another potential opinion if it relates to your community issue.

##### 2- Use your sources:

– Use the information you researched to provide **factual support** for your opinion.

– Make sure to **document your sources** correctly.

– Make sure that your documentation includes **accurate information** that can be traced back to the source

##### 3- Be passionate:

Being passionate when presenting your opinion shows **your seriousness** about the subject and the credibility of your opinions

##### 4- Footnotes:

Footnotes are similar to **documentation**, except that they are placed at the bottom of each page where ideas are presented

They often contain more accurate information about the page or site where you will find this information

**Footnotes can provide:**

Expansion of readings

Direct the reader to other sources

Document an idea

al information addition

**It is important to evaluate the information provided by others as well as the resources you find online**

- **Does** the author support opinions with facts?
- **Does** the writer show bias or fairness?
- **What** online sources did the author use?
- **Have** you documented these sources?
- **Refer to** the used and documented sources from the Internet.
- **Are** the sources reliable?

Save time in Word: with new buttons that show up where you need them. To change the way a picture fits in your document, click it and a button for layout options appears next to it. When you work on a table, click where you want to add a row or a column, and then click the plus sign.

Reading is easier, too, in the new Reading view. You can collapse parts of the document and focus on the text you want. If you need to stop reading before you reach the end, Word remembers where you left off – even on another device.

1. This is a footnote.  
2. This is another footnote.

**esThe importance of evaluating information source**

Evaluating resources is an important part of being a **responsible digital citizen**. Evaluating resources helps you: Stop the spread of misinformation that can be shared very quickly and easily online

#### Evaluation:-

**Complete:** – If you are ..... your opinion will be taken more seriously

**Homework:** Solve The book's Exercise , p. 76-77





Date:				
Session:				
Class:				

<b>Lesson objectives:-:</b>	<b>Strategies:</b>
<b>By the end of the lesson the student should be able to:</b>	Dialogue and discussion – brainstorming – question board
<ul style="list-style-type: none"> <li>- <b>Compare</b> different browsers</li> <li>- <b>Specifies</b> Some sources of evaluation information .</li> <li>- <b>Research</b> different applications.</li> </ul>	<b>Teaching aids:</b>
	Electronic board – Student's book – presentation – boards and pens



### Introduction / How can we use tools Information and communication technology Safely?



### Lesson presentation

### te and compareWri:

Write a sentence for each of the following pairs of phrases to explain the connection between them, then compare your sentences with the sentences of a colleague

- Fingerprint authentication and facial recognition
- Copyright and plagiarize
- citations and footnotes

### Read and answer: –

- Name one important ICT technology used by the active explorer in National Geographic, Miss Didi Al-Bayhaidi, to help her in her search .
- Give one example of someone behaving digitally irresponsibly and provide one solution to that .
- List two precautions you can take to prevent data theft .
- How can you protect yourself from hacking ?
- What is Creative Commons ?

### Evaluation:

**Evaluate students' answers**

### Homework:

Solve The Book's Exercise, **p. 78–79**

